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ABSTRACT

Fremont and Newark, California, are located in one of the most rapidly growing metropolitan areas in the United States. To help cope with growth problems, a feasibility study of cooperative planning (including all jurisdictions providing public services to this area) was conducted. Information was gathered, analyzed, and presented to people in the community, culminating in a community workshop to which a wide range of persons was invited. The study concluded that: (1) a definite need exists for a cooperative planning and action program; (2) educational planning can, and should, be integrated into overall community planning; (3) program alternatives include consclidation of jurisdictions, retaining the existing structure with more emphasis on coordination of activities, and organization of a "forum for the future" to discuss and provide solutions for the area's problems; and (4) such a program is feasible for the Fremont/Newark area. Samples of workshop materials, a summary of relevant Federal grant programs, an intergovernmental survey and planning information form, and a bibliography are appended. (LLR)

STANFORD RESEARCH INSTITUTE
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THE FEASIBILITY OF COOPERATIVE PLANNING IN FREMONT AND NEWARK, CALIFORNIA

Prepared for:

FREMONT UNIFIED SCHOOL DISTRICT
Fremont, California

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SRI Project I-6819

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

Over three years ago, the Fremont and Newark Unified School Districts held discussions with a number of other groups and organizations in the southern Alameda County area about planning and providing for educational and other areawide facilities and services. They then asked the U.S. Office of Education to support such a comprehensive program in which these local school districts would take the initiative in stimulating an areawide planning effort. This program concept became known as Operation PROBE (Persistent Research on Building Excellence). The USOE reviewed the PROBE proposal and recommended that an outside research organization be asked to evaluate the feasibility of the proposed effort. In July 1967, the Fremont Unified School District retained Stanford Research Institute for this purpose, with the study costs to be borne by the USOE. This report contains the findings of the feasibility study and presents alternatives for further action by the agencies participating in the project.

The study was carried out by William F. Powers and Charlton R. Price under the supervision of Eric E. Duckstad and William J. Platt. Significant contributions to the study were made by Dr. John J. Bosley, Dr. Philip H. Sorensen, Judith B. Spellman, and Gwendolyn M. Solmssen. We would also like to thank the many citizens of Fremont and Newark who gave so generously of their time and energy in participating in the study.

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CONTENTS

	PREFACE	ii
I	INTRODUCTION	1
II	SUMMARY AND FINDINGS AND CONCLUSIONS	4
III	THE NEED FOR A COOPERATIVE PLANNING AND ACTION PROGRAM	6
	Description of the Existing Planning Process	7
	Community Development Issues	8
IV	ALTERNATIVES FOR THE FUTURE	13
	Consolidation of Jurisdictions	13
	Maintenance of Present Planning and Programming Arrangements, with Intensified Efforts to Create Demonstration Programs and Facilities	13
	Creation of a Fremont-Newark "Forum for the Future"	14
V	WORKSHOP RESULTS	20
VI	AVAILABILITY OF FINANCIAL RESOURCES	26
APPENDIXES		
A	WORKSHOP MATERIALS	A-1
B	SUMMARY OF RELEVANT APPLICABLE FEDERAL GRANT PROGRAMS	B-1
C	INTERGOVERNMENTAL SURVEY AND PLANNING INFORMATION FORM	C-1
D	BIBLIOGRAPHY	D-1

ILLUSTRATIONS

1	Fremont-Newark "Forum for the Future"	15

I INTRODUCTION

Background

Fremont and Newark are two of the most rapidly growing communities in one of the most rapidly growing metropolitan areas of the United States. The public agencies serving Fremont and Newark face problems common to most growing urban areas--those of building facilities and offering services for an expanding community and trying to do so with an inadequate tax base. To cope with the problems presented by this growth, the Fremont and Newark Unified School Districts conceived the idea of a cooperative planning and research program that would include all of the jurisdictions providing public services to this area.

The districts proposed that the program be concerned with determining if "(1) by careful planning, research, and innovation; (2) with cooperation by all public agencies; and (3) by centering these efforts through the public schools, the typical results of the culturally deprived, educationally handicapped, blighted ghettos found in large cities could be prevented and if such planning, research, and innovation would materially improve the community life."* The districts also proposed that this project become an experimental model for other growing communities in the United States that are changing from rural to suburban, suburban to urban, and urban to metropolitan.

The idea of local school systems taking the initiative in encouraging cooperative planning among multiple jurisdictions is currently somewhat unusual. A school district is only one of many single purpose, special districts serving an area and only one of many public and private organizations having a stake in community development. However, there are reasons why a school system should play such a role, and these reasons are becoming increasingly significant. Some of them are:

- Local public school systems usually spend the largest single share of local tax funds (approximately 50% in both Fremont and Newark), and they are often the largest single landholder in the city.†

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* Fremont Unified School District and Newark Unified School District, Persistent Research on Building Excellence, 1965, p. 6.

† City of Fremont, A Program of Municipal Service, Recommended Budget 1967-68, and City of Newark, Annual Budget, 1967-68.

- In communities such as Fremont and Newark, where the average age of the population is low and many families have young children, the education system is of major importance to almost every family.

- Schools and their communities have the common objective of improving the quality of community life (through providing adequate services today and by developing the citizens of tomorrow). But the ability of the schools to serve the community depends, to a considerable extent, on what the community can do to encourage sound and orderly development and on the quality of community life outside the classroom obtainable through health services, recreation programs, social services to families, good land use planning and zoning, and ny other ways.

There are also factors that limit the amount of direction that the schools can give to comprehensive planning of services to children and families:

- Staff time and funds available to the schools to fulfill their basic legal responsibilities are already limited, and therefore school officials might be "spreading themselves too thin" if they tried to take on additional responsibility.

- In many cases, the needs are already known; the actual problem is the lack of jurisdiction and sufficient funds locally to operate many needed programs and services. More "coordination" and "joint planning" by existing organizations can do little to remove some of these basic problems.

Feasibility

During the course of its research, SRI interviewed approximately 75 persons, including staff members of the public agencies in the area, members of the boards of education, city councils, and chambers of commerce, and other citizens interested in public affairs. An effort was made to interview people known to have different views on the subject and persons who had made public statements either in support or in opposition to the proposal.

Initially, four criteria were established for testing the feasibility of the program:

1. Some mutuality and compatibility among the development objectives of the several public agencies serving the Fremont-Newark area.

2. Willingness of officials within the various jurisdictions to participate with the school districts in a cooperative planning and action program.

3. Reasonable opportunity to integrate educational planning and development with overall community development.

4. Availability of human and fiscal resources to support further planning efforts and action programs.

The task of assessing the feasibility of the proposed program was complicated by the fact that the concept of PROBE changed over the two-year period during which the original discussions were being held between local school officials and the USOE. In addition, various officials who had initially endorsed the proposed program had different understandings of its purpose. Many of the nonschool groups in both communities were particularly concerned with the fact that the introduction to the original proposal described a joint school-community effort in planning for the future, whereas the specific items identified as needing attention were almost entirely school-centered; for example, new types of curricula, additional equipment and services, and staff development. It quickly became apparent that, before any meaningful assessment of feasibility could be made, it would be necessary to define in more specific terms the nature of the program, how it might be organized, what tasks it might undertake, and who would be responsible for various portions of the program. Until information on these subjects became available, individuals in the community were reluctant to express support for a program whose content was not clearly defined.

Therefore, SRI decided that the most responsible approach would be to work directly with people in the community in shaping and developing a program that could most effectively assist them in coping with the problems of rapid urbanization, fragmented local government, and emerging social problems.

To accomplish this, the research team adopted an approach whereby information was gathered, analyzed, and presented to people in the community, with subsequent feedback from the presentations being incorporated into the research program. Through this process of presentation and feedback, the program developed in stages or steps with each step becoming more specific than the previous one. The final step in this process was a community workshop to which a number of persons representing a wide range of interests in the Fremont-Newark area were invited. The results of the workshop have been incorporated into the overall findings and conclusions of the study.

II SUMMARY AND FINDINGS AND CONCLUSIONS

Findings

1. There are issues and problems that are interjurisdictional in nature and that are either not being handled at all or are handled in a piecemeal basis by several agencies.

2. These issues and problems are particularly acute in the fields of education, social services, and cultural facilities. There is either none or very little advance planning in these fields and no planning that considers the needs of all jurisdictions in a comprehensive way.

3. Planning and programming for the physical development of the area has received national recognition for its excellence; however, there is a need to consider the housing problem in the area and the economic and social consequences of housing patterns and supply.

4. The workshop indicated a general recognition of the existence of common problems and the need for a cooperative planning and action program for the area.

5. The professional staffs of the agencies serving the area are so burdened with existing tasks that they probably could not be assigned to this program without a shift in the priorities of their agencies. Depending on the final scope of this program, if undertaken, additional staff or consulting services will probably be necessary.

Conclusions

The first conclusion is that a definite need exists for the kind of cooperative planning and action program outlined in this paper. This is not to imply that the alternatives discussed here are the only possible alternatives; rather they represent the starting point for further development of the process that could be carried on by the people in the community, if the decision is made to proceed with the program.

A second conclusion of the study is that there is ample opportunity, given the availability of additional resources, to integrate educational planning with the planning of other types of social services and the overall development of the community. Examples include coordinated planning of vocational education offerings by which the three educational jurisdictions can better serve community needs and long range planning of school sites in relation to residential and open space patterns. Other specific opportunities for cooperative planning and action exist in (1) education, (2) health and welfare, (3) cultural facilities, (4) housing, and (5) transportation, and are discussed in the body of the report.

The alternatives considered for organizing the program are: (1) consolidation of jurisdictions, which was rejected outright, (2) maintenance of the existing structure with greater effort at coordination of current activities and expansion of the efforts of individual agencies to cope with the area's problems, which was considered to be inadequate; and (3) organization of a "forum for the future" that would seek to bring together citizens and officials concerned about public affairs to discuss and devise solutions to the area's problems. A part of the forum would consist of a committee of executives, composed of the administrative heads of each of the jurisdictions participating in the program. This committee would study and act on problems that can best be solved with an interjurisdictional approach. This concept was well received by community leaders at the project workshop.

An experimental cooperative planning and action program, such as that outlined in this report, is a feasible undertaking for the people of the Fremont and Newark area. If the decision is made to proceed with the program, financial resources to assist in supporting the program can be sought from federal and state agencies. In competing for such funds, the exemplary and unifying characteristics of the program will have to be evident.

III THE NEED FOR A COOPERATIVE PLANNING AND ACTION PROGRAM

Before considering the need for a cooperative planning and action program, it may be helpful to define the meaning of "planning" and "action" as used in this report. In its simplest terms, planning can be defined as preparation for decision-making. It is a continuous process, which includes developing the technical information necessary for (1) policy formulation, and (2) preparation of short and long range programs to implement the policies. Action implies the implementation of the policies and programs.

The process of planning usually involves identification of goals and objectives, an inventory and analysis of existing conditions, projections of trends and the analysis of their implications, formulation of alternatives for achieving objectives, analysis of the alternatives, and selection of the alternative most likely to accomplish the objective. Throughout the planning process, there is continual evaluation and feedback of results. This process can be applied to almost any subject matter: e.g., land use, economic development, or industrial corporate planning.

The advantage of a cooperative planning effort is that the resources and capabilities of several agencies can be brought to bear systematically in any problem area as required. Eighty percent of the people interviewed during the course of the study indicated a need for cooperative planning and action in several general areas of concern: education, health and social services, cultural activities and recreation, housing, and public transportation.

This need was determined on the basis of three considerations:

1. The nature of the problems confronting the area; i.e., do they require interagency action?

2. An evaluation of existing planning and programming efforts directed to these problems.

3. An identification and evaluation of the contributions a new program could make that would not duplicate existing efforts.

Description of the Existing Planning Process

Specific problems, which are discussed later in this chapter, were found to have the following elements in common:

- They are areawide; i.e., they are not confined to a single community or to particular social groups. They do not respect jurisdictional boundary lines.

- They are not dealt with at all or dealt with on a piecemeal basis by the present methods of planning and programming.

- They relate to the communities' educational programs, either by affecting the quality of the services educational administrations can render to the community or by creating demands on educational systems that these systems cannot meet without additional community cooperation and added resources (principally money and people).

- They are not unique to the Fremont-Newark area but are common to most rapidly urbanizing sections of the country.

The pattern of action that has been followed in Fremont and Newark over the past 15 years to cope with problems of community growth has been one of consolidation of certain community systems. Two municipalities were incorporated from six smaller towns; two unified school districts were formed from several smaller districts; one water distribution system was formed from several water distribution systems. This process of consolidation along functional lines has virtually reached its limit.

It has become apparent to many people in both communities that in order for individual jurisdictions to meet present needs, let alone future needs, each must begin to look at the responsibilities and functions carried out by other jurisdictions. This recognition has led to the formation of such groups as the Public Works Coordinating Committee, which attempts to coordinate the construction of major capital improvements; the Public Agencies Coordinating Council, which coordinates, on a case-by-case basis, the efforts of various agencies to assist families and individuals that come to their attention; and the Economic Opportunity Agency, which already has launched several cooperative efforts to meet the needs of the disadvantaged in the area. The attention of these groups is focused essentially on current problems, or on an after-the-fact basis, rather than on long range preventive planning. The initiation of a long range cooperative planning and action program would fill this gap.

Both Fremont and Newark are completing long range plans, under Section 701 of the Housing Act of 1954, to guide the physical development of their respective communities. Both plans contain estimates of the requirements for public facilities, including schools, to serve the future population of the area. They also provide the basis for coordinating the physical development of the school, recreation, and street systems in the communities. It is not currently within the scope of these efforts, however, to consider ways to meet other educational and social needs of the area that are emerging. For example, although Negro and Mexican-American families living in the Fremont-Newark area now constitute only a small proportion of the total population, the local employment situation and legal requirements for open housing suggest that the area will experience a growing minority population in the future. Positive steps should be taken to ensure that members of these groups will have the opportunity to participate fully in the life of the community and add the richness and variety of their own cultures to that of the suburban middle class.

Community Development Issues

During interviews with key members of the community and attendance at board meetings, the research team identified a number of community development issues that fall within the criteria stated earlier, i.e., areawide problems affecting two or more jurisdictions. While no effort has been made to develop a complete listing, the following may illustrate certain specific issues that deserve attention on a cooperative planning basis. They fall within five groups: (1) education, (2) health and welfare services, (3) cultural and recreational facilities, (4) housing, and (5) transportation.

Education

Despite the many problems created by rapid growth, the Fremont and Newark school systems provide the main elements in a basic educational program from kindergarten to twelfth grade. Under present conditions, however, not as much is being done for some special educational needs. For example:

- Little provision is made for children who come from homes where English is not the principal language spoken.

- Vocational education is minimal and is not sufficiently coordinated with job openings and requirements in the area. Unless educational jurisdictions pool their efforts, expensive duplications of specialized facilities or entire gaps could characterize future course offerings.

- Programs or facilities for helping children with special development or learning problems because of physical or mental defects are inadequate.

- Counseling for learning problems, career guidance, or assistance with difficult home situations, is unavailable to most children and families.

- Programs in the fine arts and programs for children with exceptional abilities are minimal or nonexistent.

- Funds for research on determining the effectiveness of various educational programs and policies are insufficient.

- Staff for integrating the planning of the educational system with the overall planning of the cities is not sufficient.

Direct and indirect adverse effects on the whole community can stem from these shortcomings in the school systems. Some of the possible effects are: increases in the dropout rate, incipient health and social problems, unemployment or underemployment, reduced rate of economic growth, and lessened attractiveness of the community for families with school-age children.

Health and Welfare Services

Requirements in the area of health and welfare are evident to the county agencies concerned and to the schools but are not generally recognized in the Fremont and Newark communities. Some of them are:

- The virtual absence of mental health, family or marital counseling, or child care service.

- The inaccessibility of hospital care and other clinical services to many members of low income groups.

Some coordination of health, welfare, and family services takes place on a case-by-case basis through the Public Agencies Coordinating Council. But there is no systematic advance planning to anticipate needs or to mobilize communitywide efforts in the establishment of programs and facilities needed now and in the future.

As in the case of education, an absence of communitywide awareness and concerted action creates various adverse effects on the total community. These present and potential effects include:

- Increased danger of communitywide health problems emerging through lack of adequate preventive measures.

- Adverse effects on family life, hence on child development and community mental health.

- Further widening of the gap between existing facilities and the needs of a growing population.

Increasing problems of drug abuse, child neglect, and family instability lend increased urgency to the problem of meeting communitywide needs in this area. It is not sufficiently recognized, however, that these are communitywide problems, i.e., problems that affect individuals and families in all income levels and social groups.

Cultural and Recreational Facilities

The rapid growth in Fremont and Newark has not been accompanied by a commensurate development of facilities and programs in cultural, recreational, and leisure-time activities to the degree that people in many other urban areas today expect to find in their communities. These include:

- Public facilities for large civic meetings and communitywide cultural events, such as concerts, rallies, local historical celebrations, and similar functions.

- Recreation and cultural programs available to all age levels and to families, as well as individuals.

- Adequate development and equipping of park and recreation sites (although space has been set aside for such purposes).

There have been problems between school systems and city recreation programs in the joint use of facilities and the joint planning of activities. The schools have been concerned about interference with educational purposes, while recreation departments have been critical of the schools' reluctance to make facilities available. In addition, there is evidence that some community residents--principally members of low income groups--have limited access to the existing recreational and cultural programs.

A specific example of the need for a communitywide approach to cultural activities and recreation is the matter of auditorium and stadium facilities. The schools, Ohlone College, the Fremont Cultural Arts Federation, and both city governments are all exploring this question independently. Each of the 701 planning programs is considering the need. No group, however, has considered the various proposals in a comprehensive way or considered the best approach to meeting areawide needs for such facilities. If a cooperative approach is not followed, the area could end up with three facilities, none of which might be adequate. A cooperative approach could result in a system of complementary facilities designed to meet the special needs of the entire area and whose construction could be jointly scheduled over the next five, ten or fifteen years.

Housing

Housing has been identified as one of the key problems facing the Fremont-Newark area. The cost of housing has risen to the point where many families with modest incomes are forced to seek housing accommodations in other parts of the area. Also, several of the schools are located in neighborhoods composed of a single housing style, resulting in a single age and income level and perhaps eventually in a single ethnic group. This pattern is likely to forecast future de facto segregation in the school systems. All of the agencies involved in the proposed program, and the public at large, have a stake in the condition and availability of housing in both communities.

In 1967, the California Legislature passed a law making housing a mandatory element of the local general plan. The legislation was not precise as to what should go into a housing plan, and the requirements have not been determined yet. Therefore, there is an opportunity for innovation and experimentation in determining the appropriate scope of a housing planning program in a growing suburban community in which the two cities and the school districts would cooperate. The participation by all of these agencies in preparing the plan, each with its particular concern for the development of housing types and patterns, would enhance the probability of achieving a creative approach to the housing problems in the area.

The housing plan should be related to other needs that should be considered on an interagency basis. Public transportation is one of these needs.

Transportation

Currently there is no public transportation system serving the people of the Tri-City Area; however, a cooperative effort to provide services has been launched. The city managers of the three cities and members of the Economic Opportunity Agency have taken initial steps to consider this problem. Their efforts should not be duplicated, but it might be desirable to incorporate the activities into the program outlined here. This approach would have the advantage of including Union City in a cooperative program and could provide a vehicle for expanding the proposed program to include Union City and the New Haven Unified School District.

IV ALTERNATIVES FOR THE FUTURE

The people of Fremont and Newark are faced with the issue of finding a workable method for handling the types of problems cited in this report. As a part of the SRI study, three possible approaches were explored.

Consolidation of Jurisdictions

In theory, one way to deal with interjurisdictional problems and promote areawide approaches to educational and other "human resource" needs is to combine jurisdictions to an even more extensive degree than at present. In the City and County of San Francisco, for example, most public services and agencies are ultimately responsible to the Mayor and the Board of Supervisors. A comparable approach in the Fremont-Newark area would be to begin taking steps toward unification of two or more jurisdictions, or toward consolidation of education and other public services under an expanded government structure for each community.

This approach was unqualifiedly rejected by those interviewed during the SRI study. There was apprehensiveness about loss of local control, added cost, and increased red tape, which such an arrangement was seen as likely to encourage. In general, interviewees seemed to prefer struggling with fragmented jurisdictions, lack of adequate resources in individual communities, and present shortcomings in dealing with areawide problems rather than move toward a "superagency" or consolidated approach.

Maintenance of Present Planning and Programming Arrangements, with Intensified Efforts to Create Demonstration Programs and Facilities

This alternative is something more than "business as usual." It would not require the creation of new governmental machinery for planning and programming but would instead concentrate on strengthening programs within present jurisdictional authorities.

The educational systems, for example, might seek federal funds for demonstration projects or do more coordinated and systematic planning of facilities and programs, with each educational system specializing in some activities or services that other jurisdictions would use. Examples

would be: special vocational education programs set up in one school system but available to the whole area; more liberal use of community college facilities by advanced high school students; application to federal and state funding agencies for demonstration projects to meet particular needs identified within the school systems or to explore new approaches to educational problems.

The SRI study indicated some support for this view among those interviewees who were privately discouraged about the chances for school-community cooperation in comprehensive planning, or who stated that the program, as originally conceived, was mainly designed to "improve things for the schools." There was also a feeling, however, that many community-wide needs (both existing and anticipated) would not be met or would be ineffectively met with this approach.

Creation of a Fremont-Newark "Forum for the Future"

The third alternative did not emerge as a theme in the interviews. Rather, it was outlined, following the field work by the SRI researchers, and then discussed with key executives in the six organizations most directly involved in consideration of the program (the two school districts, the junior college district, the two city governments, and the Economic Opportunity Agency; see Figure 1). This alternative meets three requirements, which a cooperative planning effort, if undertaken, would have to satisfy.

1. It could not be a "super organization" overriding the existing structure of organizations or simply another layer of government that produced no substantial improvement in government service.

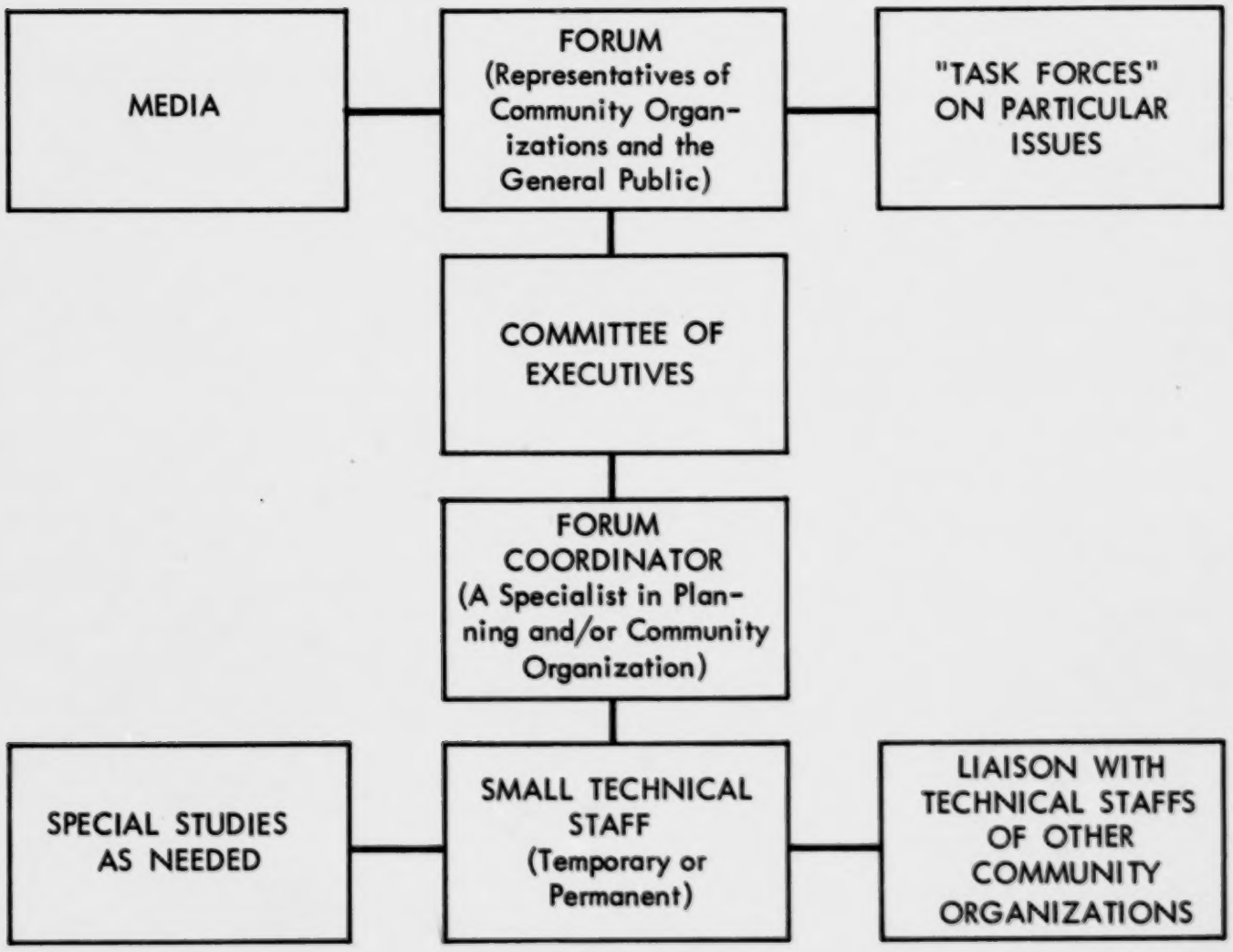
2. It would have to deal with the areawide needs for planning and programming identified in the study.

3. It would have to facilitate the work of individual jurisdictions and not add unduly to the burden of already busy policymakers and executives.

The forum would be composed of representatives of organizations, such as members of boards of education, city councils, city commissioners, chambers of commerce, and members of the public at large. The purpose of the forum would be to define problems and to increase public awareness of present and future problems of mutual concern, such as those discussed in this report. It would also provide needed communication between public

FIGURE 1

FREMONT-NEWARK "FORUM FOR THE FUTURE"


MEDIA
FORUM (Representatives of Community Organizations and the General Public)
"TASK FORCES" ON PARTICULAR ISSUES
COMMITTEE OF EXECUTIVES
FORUM COORDINATOR (A Specialist in Planning and/or Community Organization)
SPECIAL STUDIES AS NEEDED
SMALL TECHNICAL STAFF (Temporary or Permanent)
LIAISON WITH TECHNICAL STAFFS OF OTHER COMMUNITY ORGANIZATIONS

officials and the general citizenry, which could lead to increased understanding of the problems and greater efforts to deal effectively with these problems. Its primary activity would be to sponsor and conduct conferences and workshops designed to find imaginative and creative solutions to community problems.

A special feature of the forum is the concept of creating task forces for particular issues. These task forces could be organized to handle specific types of problems; for example, a task force could be established to consider the need for auditorium facilities that would serve all of the groups requiring the use of such facilities. Another task force might be assigned to consider the need for computers and automatic data processing facilities and an integrated information system that could service the needs of all of the agencies in the area. These are only two examples of how the task force system might work. Others will become apparent in the discussion of particular program areas. A special advantage of the task force concept is that it could be assigned problems that do not require participation by all of the agencies. Only the agencies directly concerned with the problems would be represented on the task force.

The forum would include a committee of executives composed of the executive heads of the principal agencies in the program. The primary purpose of this committee would be to increase communication among public executives and to provide a direct operating link between the forum, the boards, and agency staffs. The goals of the committee would be to make maximum use of existing local resources, e.g., people, reports, data; to seek additional federal assistance; and to combine these in creative and innovative attacks on existing and future problems. This committee could be assisted by a small program staff that would facilitate the operations of the committee and provide liaison with the technical staffs of other jurisdictions. Final authority would remain with the existing boards and councils, as is the current practice.

Specifically, the committee of executives could:

1. Explore, develop, and implement new ideas and methods in intergovernmental planning and operations. It should not be concerned with day-to-day problems but should focus its attention on devising creative means for preventing problems.

2. Make recommendations, subject to approval by governing bodies, on which studies or projects to undertake and set priorities for program activities.

3. Supervise the preparation of applications for financial assistance for projects focused on the problems outlined above.

4. Oversee the conduct of these projects and ensure the implementation of decisions and effective project operations within their respective organizations.

5. Serve as liaison with their respective boards and councils.

The questions now are, how would this organization proceed, what specific activities should it undertake, and how would it be useful in solving problems more effectively than at present. First, the entire program should be considered as experimental. It should operate on a temporary basis, making continual evaluations of its ability to provide creative solutions to the area's problems. If, after a specified period of time, it were determined that the organization was not producing improved results, it could either be restructured to meet changing conditions or abandoned. There are no guarantees that this approach will be a panacea for areawide problems; however, it does provide a mechanism for trying to improve the existing situation.

The previous chapter of this report suggested five areas in which a cooperative planning effort is needed. The following section outlines an approach that could be followed by the committee of executives in education and related health and welfare services. It could also be followed, with some modification, in other areas. It should be capable of completion in six to eight months of planning effort. A detailed cost estimate should be prepared by the committee on the basis of the specific items to be included in the planning program.

Planning Phase

A. Establish the goals and objectives the community is trying to achieve in the areas of education and related health and welfare services.

B. Define the set of programs designed to achieve these goals that require participation by other agencies for their implementation.

   1. Health (school districts, county, city)

      a. Physical

      b. Mental

2. Recreation (schools, cities, junior college)

3. Police and probation services (schools, cities, county)

4. Child welfare and family welfare services (schools, county, cities, Economic Opportunity Agency)

5. Special educational programs and facilities (schools, cities, junior college, Economic Opportunity Agency).

An excellent example in this category is vocational education. All of the public agencies mentioned above, together with private industrial and commercial groups, are deeply concerned about the quality of the local labor force and its ability to satisfy the employment needs in the area. A special task force of the forum could be assigned to systematically analyze the vocational education and training needs of the area in terms of the job categories and skill requirements of local industries. Commercial, service, and government occupations should be included in the analysis. The task force should consider the types and location of needed training facilities, make estimates of the financial resources required to support the programs, and recommend the appropriate agency to operate the programs.

C. Prepare estimates of the degree to which the needs in all of these areas are now being met and how much the needs are likely to increase in the future, say, over the next five years. The emphasis here is not on identifying needs but rather on quantifying the extent and analyzing the nature of the problems and needs.

D. Prepare estimates of the financial and human resources required to cope with these problems and determine the types of programs that could be used in the effort.

E. Prepare estimates of the physical facilities required to service the needs and relate these to the physical planning programs of the communities.

F. On the basis of the preceding information, prepare a plan of action to meet the identified needs.

G. Design a system to evaluate the results of the proposals contained in the plan.

H. Relate this portion of the plan to other elements of the cooperative planning program, such as housing.

I. Prepare program applications for financial assistance in filling gaps in existing services, such as:

1. Assistance for conducting improved special educational programs on a cooperative basis.

2. Assistance for improving health services to the pupils and their families, if necessary.

Action Phase

On the basis of the plans prepared above, programs in each of the problem areas could be initiated. These programs could be implemented over a period of one and one-half to two years. The evaluation system referred to above would be used to determine the effectiveness of the programs and the benefits derived from carrying out the programs on a cooperative basis. As indicated earlier, the efforts could be modified or abandoned entirely, depending on the outcome of the evaluation.

If any decision is made to proceed with a specific program, such as that described above, the committee would first have to decide whether to include all five areas of concern or to select individual areas that could be considered one at a time. This decision will, of course, be conditioned by the availability of financial resources, which is discussed in Chapter VI.

V WORKSHOP RESULTS

The workshop held on January 20, 1968, was designed to assist SRI in assessing the feasibility of cooperative planning efforts. Key executives and board and council members of the following organizations were invited to attend:

Fremont Unified School District
Newark Unified School District
Fremont City Government
Newark City Government
Fremont Chamber of Commerce
Newark Chamber of Commerce
Tri-City Economic Opportunity Agency
Fremont-Newark Junior College District
Alameda County Government - Health and Welfare Services

Representatives of selected federal agencies, the League of Women Voters, and the press were also invited to participate.

The workshop participants, many of whom had participated in earlier field interviews, were asked to review SRI's preliminary findings and express their attitudes concerning the next steps that could or should be taken in developing the PROBE program. A background paper mailed in advance to participants summarized the results of the field work, described the ways in which feasibility of the proposal was being assessed, and outlined the various alternatives open to the Fremont-Newark area in further developing the planning program. The background paper emphasized that the ability and willingness of these key organizations to commit energy and resources to a cooperative planning effort would be a key element in SRI's determination of the feasibility of the program. The workshop therefore provided an opportunity for community leaders to demonstrate their interest and to participate in shaping the conclusion of the feasibility study.

The workshop was attended by 51 community leaders and public officials, a significantly high percentage (69%) of the total of 72 who were invited. (See Appendix A for workshop agenda and small group assignments.) As each participant arrived, he was given a questionnaire

concerning his views of the PROBE concept and of community planning needs. In an opening session, members of the SRI team elaborated upon the points contained in the background paper and discussed the "Forum for the Future" concept that had emerged as one way in which the goal of a cooperative planning effort might be achieved.

Following lunch, the participants gathered in six small groups. Group assignments provided a "mix" in each group of people from each community and of people from both educational and noneducational organizations. Each group held a more detailed discussion of the proposed program and the SRI findings. An executive from one of the principal community agencies chaired each of the small groups, with an SRI staff member serving as co-chairman.

Each chairman presented a brief oral report to a final plenary session. In addition, a second questionnaire, similar to the first, was filled out by each participant, to enable SRI to determine any changes in attitude resulting from the workshop. (Appendix A contains both questionnaires and lists the topics covered in the group reports.)

A review and comparison of the questionnaires completed at the start of the session with those filled out after the small group discussions provides an interesting reflection of the types of concerns and attitudes with which participants arrived at and departed from the workshop.

The results of the first questionnaire show agreement among community leaders that there are at least some common problems and needs with regard to community development; out of 32 respondents, 14 felt that Fremont and Newark shared a "great similarity in problems and needs," and 17 felt there were "some common problems and needs." One city official felt "there were very few problems and needs in common."

The need for involvement in a cooperative planning effort on the part of the public schools, city governments, junior college, and the Economic Opportunity Agency was described as "very great" by over two-

thirds of the community leaders. Equally important, one or more persons cited the following agencies that should also be included in the effort:

Agency Recommended	Number of Respondents
Welfare	2
Chamber of Commerce	6
Community organizations - civil groups	8
Taxpayers' Association	4
News media	4
Social Planning Department	4
Employment service	4
Private schools and colleges	4
Churches	2
Utility districts	2

The most pressing problems of community development that face the Fremont and Newark districts fell roughly into three categories:*

1. Problems relating to the implementation of cooperative planning:

   - Mobilization of city and school districts to meet public needs with existing funds.
   - Too many separate agencies.
   - Lack of citizen interagency communication.
   - Citizen disinterest in becoming involved.
   - Lack of direct communication with minority groups.
   - Latent parochialism and jurisdictional jealousies.

2. Problems relating to community growth, i.e., economic, social and geographical:

   - Urban deterioration.
   - Population growth.
   - Heavy concentration of residential development.
   - Land development.
   - Racial integration.
   - Lack of a sound tax base to provide needed services.
   - Political development of area in comparison with the rest of the country.

---

* A minimal rephrasing of questionnaire responses has been necessary in some cases.

3. Problems of human resources: the needs and services necessary to make Fremont and Newark an even better place in which to live.

- Housing for all economic levels.
- Public transportation.
- Adequate education programs.
- Adequate recreational development.
- Adequate municipal facilities.
- Medical services.

The results of SRI's comparative tally of problems cited on the questionnaires before and after the discussion groups are presented in the following tabulation. The tabulation indicates the number of respondents who stated that problems existed in each of the three categories described above.*

	Problems		
	Implementing Cooperative Planning	Community Growth	Human Resources
City and School Officials			
Before workshop	20	17	23
After workshop	28	11	20
Others†			
Before workshop	3	1	15
After workshop	5	1	25
Total			
Before workshop	23	18	38
After workshop	33	12	45

* Since one person could list up to three problems in any category, the number of responses could exceed the actual number of persons who filled out the questionnaires.

† Includes participants from the EOA, the Chambers of Commerce, Trustees of Ohlone Community College, and the press.

Although these data cannot be interpreted precisely, they do seem to indicate an increased concern on the part of city and school officials for the problems of implementing a cooperative planning program. Most participants who came under the category "other" were connected with an agency already operating on an areawide basis such as the EOA or the Ohlone Board of Trustees.

There also seems to be an increase in concern for problems in the area of human resources. This concern partially reflects the larger representation at the workshop of the Board of Directors of the Tri-City Economic Opportunity Agency. In general, it appears that individuals gave priority to these problems facing their own jurisdictions, with some increased awareness of the problems of cooperative planning and of human resources.

From the request for comments on the proposed PROBE program, the following responses were noted as particularly significant:

- The ability and willingness of the community agencies to co-operate in a joint planning effort should be demonstrated, and local resources should be used before making application for support to outside funding agencies, such as the state and federal governments. At the same time, it was recognized that such support would ultimately have to be sought if the program were to proceed.
- "PROBE should be <u>only</u> a forum-type agency to serve as a meeting for agencies to define problems, to discuss possible solutions, and to work together toward these solutions. No super agency with enforcement powers."
- "PROBE as it was originally put forth is probably dead--probably died sometime ago. We're now to the point where we're trying to objectively investigate some new methods of getting to where we can find the answer."

The following comments came in response to a request for comments on the workshop itself.

- "Excellent workshop--better feeling and more open communication than I have experienced in previous meetings re PROBE."
- "This workshop is probably the most fruitful effort to solve our major problems to date. I think you have pulled some heads out of the sand today but not all of them. Let's not let it stop with this."

- "Operation PROBE, as it was first proposed, has little or nothing to offer as a solution. The catalytic effect of this hopefully precedent-setting workshop and the value of the ideas, consensus, and inspection it prompted are extremely valuable and should bring us closer to the real answers."

This information is significant if one considers the workshop as the first of many meetings of the "Forum of the Future." It seems to indicate that meetings of this type can be an effective method of communication for increasing awareness of problems and for focusing discussions on solutions to those problems.

The combined results of the questionnaires and discussions in general sessions and small groups led the SRI team to feel that the workshop (1) had resulted in a redefinition of the nature of the proposed cooperative planning effort and (2) had disclosed considerable willingness on the part of a majority of those present to attempt to create a mechanism for meeting planning needs on an areawide basis.

VI AVAILABILITY OF FINANCIAL RESOURCES

The final objective of this study was to determine the availability of financial resources to support the planning program, should the community decide to proceed with the effort. The specific amount of funds to carry out the program will depend on the scope of activities the committee decides to undertake. Obviously, if it decided to undertake projects in all of the subject areas simultaneously, the amount will be much higher than if a more modest effort is undertaken. Even a modest effort, however, will probably require financial assistance exceeding that which can be provided locally. Existing staffs are already burdened with ongoing efforts, and additional time would be difficult to allocate to this program; moreover, local budgets are already strained.

Funds to support this type of planning effort are generally not available at the state level. The State Department of Education, for example, provides assistance in certain program areas, such as compensatory education, however, the funds are quite limited and priority is given to program operations rather than planning.

The most probable source of funds is the federal government. Because the program is experimental and could be of national significance in demonstrating new approaches to planning and providing public services, there is justification for using federal funds to assist in the effort.

During the research, SRI held discussions with officials from the Department of Health, Education and Welfare, the Department of Housing and Urban Development, the Office of Economic Opportunity, and the Federal Advisory Commission on Intergovernmental Relations. These officials all expressed interest and enthusiasm for the project and encouragement for its enactment; however, none of the agencies could make financial commitments until specific project applications had been received.

Because of the nature and scope of the proposed program, the community has been encouraged to seek joint funding from several government agencies. The most likely sources for these funds are the Office of Education; Department of Health, Education and Welfare (ESEA Title III); and the Department of Housing and Urban Development, through the local planning assistance program, or the governmental relations office.

A number of the federal grant programs require a matching service by applicant agencies. Usually, this amount can be either a cash contribution or noncash credits for staff time devoted to the project, or a combination of both. Federal officials expressed the idea that financial participation by local industries, even on a token basis, would strengthen the probability of obtaining funds for the program. Appendix B presents a brief description of grant programs most relevant to the needs of the program.

Appendix A

WORKSHOP MATERIALS

STANFORD RESEARCH INSTITUTE

MENLO PARK, CALIFORNIA 94025

January 10, 1968

You are invited to take part in a working session to review the progress of "Operation PROBE" and set the direction for additional efforts in the project. As you know, Stanford Research Institute was asked six months ago to study the feasibility of "Operation PROBE," a program proposed by the Fremont and Newark Unified School Districts that would seek innovative ways to meet the educational, social service, cultural, and other needs of their respective areas.

SRI staff members have interviewed approximately 60 community leaders and representatives of organizations in Fremont and Newark, examined existing programs, and assessed attitudes towards a joint planning and action program. A brief summary of major findings to date will be mailed to you in the near future. Your comments and recommendations are invited at the working session.

In addition, the conference will consider what steps should be taken by the people of the Fremont and Newark area concerning this program. The results of those deliberations will be an important part of the total study. The final report from SRI will include not only the conclusions from the work to date, but also the reactions to the proposed program on the part of community leaders such as yourself during the workshop. In this sense you are a participant in the study, and your ideas and opinions are needed to make possible a comprehensive report.

The conference will be held Saturday, January 20, 1968, in the main building of the Institute, 333 Ravenswood Avenue, Menlo Park. It will begin at 10:30 a.m. and will conclude no later than 4:00 p.m. Ample parking will be available in front of the building. A box luncheon will be served. The program will consist of an opening general session, followed by small group discussions and a brief concluding session. We hope to provide maximum opportunity throughout the day for formal discussions among the conference participants and with the SRI staff members attending.

Please call Mr. Kurt Wehbring, Coordinator of "Operation PROBE," 657-3957 (611 Olive Avenue, Fremont) to let him know whether you will be able to attend. Mr. Wehbring will also be pleased to answer any questions you may have about the conference or the proposed program for the Fremont-Newark area. We look forward to your participation in the meeting.

Sincerely,

Charlton R. Price
Sociologist

FREMONT-NEWARK WORKSHOP FOR COMMUNITY LEADERS

Stanford Research Institute

January 20, 1968

SCHEDULE

10:30 - 10:45 a.m.	Welcome and Orientation Purpose of the workshop is to review the results of the SRI study and to explore attitudes toward two basic issues: 1. Is joint planning effort of the PROBE type needed for the Fremont-Newark area? 2. Should the approach to joint planning suggested by SRI be developed?
10:45 a.m. - 12:00 Noon	How feasibility has been assessed by SRI: findings of the research to date Changes in the situation which have resulted from the research and other events Possible next steps which might be taken by the Fremont-Newark community; advantages and disadvantages of each
12:00 - 12:45 p.m.	LUNCHEON
12:45 - 2:00 p.m.	Small group meetings Group 1 - Conference Room A Group 2 - Conference Room B Group 3 - D-119 Group 4 - D-212 Group 5 - G-158 Group 6 - G-210
2:00 - 2:15 p.m.	Complete questionnaires
2:15 - 2:35 p.m.	Coffee break
2:35 - 3:15 p.m.	Reports from group discussions and responses to questionnaire
3:15 p.m.	Summary and adjournment

FREMONT-NEWARK WORKSHOP
FOR COMMUNITY LEADERS
January 20, 1968

Stanford Research Institute

SMALL GROUP MEETINGS

Participants in the workshop will meet in small groups after lunch to discuss the morning's presentations and the two basic questions with which the workshop is concerned:

1. Is a joint planning effort of the PROBE type needed for the Fremont-Newark area?
2. Should the approach to joint planning suggested by SRI be developed?

An SRI staff member and an executive from a Fremont or Newark community organization will serve as co-leaders of each of the groups. A report to the general meeting will be made from each of the groups. In addition, each participant will be asked to complete a short questionnaire expressing his or her individual opinions and ideas.

GROUP 1

CONFERENCE ROOM A

Co-leaders: Donald Driggs, City Manager, Fremont
William Powers, SRI

Name	Representing
Dr. Walter Hughes	Fremont Schools
James E. Balentine	Newark City
Joseph McCord	Ohlone College
Howard G. Lister	Newark Schools
Mrs. Catalina Leyva	EOA
George M. Silliman	Newark Chamber of Commerce
Mrs. Tina Sanchez	EOA

GROUP 2

CONFERENCE ROOM B

Co-leaders: Dr. William Bolt, Superintendent,
Fremont Unified School District

Dr. John Bosley, SRI

Name	Representing
Geoffrey Steel	Fremont City
Kenneth L. Foster	Newark City
Mrs. Alicia Pina	EOA
Mrs. Ramona Padilla	EOA
Francis Jeffrey	EOA
George Cheever	Newark Chamber of Commerce
Mrs. Rosalind Russell	EOA

GROUP 3

ROOM D-119

Co-leaders: Jack McGregor, Superintendent,
Newark Unified School District

Charlton Price, SRI

Name	Representing
Mayor George W. Kincaid	Newark City
Dr. Lyle D. Edmoson	Ohlone College
Mrs. Mary Rodriquez	EOA
Dr. Carl Smith	EOA
Mrs. Mary G. Rodrigues	Fremont Schools
William Van Doorn	Fremont City
Mrs. Velma Lucero	EOA

GROUP 4

ROOM D-212

Co-leaders: Dr. Stephen Epler, President, Ohlone College

William J. Platt, SRI

Name	Representing
Charles Chavez	EOA
John R. Spann	Newark City
John Chavez	EOA
Dr. Hugh Block	Fremont City
Maureen Hochler	Ohlone College
Robert Cervantes	EOA

GROUP 5

ROOM G-158

Co-leaders: Mr. Richard Ontieveros, Director,
Tri-City Economic Opportunity Agency

Dr. Philip Sorensen, SRI

Name	Representing
Wesley F. Sears	Ohlone College
Harry S. Lewis	Newark City
Mrs. Evelyn B. Kipp	Newark Schools
Mrs. Edith Daniels	Fremont League of Women Voters
Will Davis	EOA
Tom Toborg	Fremont Chamber of Commerce
Mrs. Grace Draper	EOA

GROUP 6

Room G-210

Co-leaders: Bruce Altman, City Manager, Newark
Eric Duckstad, SRI

Name	Representing
Paul Gygax	Newark Schools
Charles B. Snow	Ohlone College
Mrs. Gertrude MacDonald	EOA
Arthur Ostrander	Fremont Chamber of Commerce
Leo Avila	EOA
Leonard Lucio	Newark Chamber of Commerce
Walter Thompson	Newark Chamber of Commerce

FREMONT-NEWARK WORKSHOP FOR COMMUNITY LEADERS

The purpose of this questionnaire is to help make sure that the issues of greatest importance to the group are discussed during the workshop. Please complete it as soon as you can and hand it to a member of the SRI staff.

What do you regard as the three most pressing problems of community development which the Fremont and Newark communities face?

1. _____

2. _____

3. _____

To what extent do you think Fremont and Newark have common problems and needs with respect to community development?

_____ A great similarity in problems and needs

_____ Some common problems and needs

_____ Very few problems and needs in common

_____ Don't know or uncertain

To what extent do you think there is a need for each of the following kinds of organizations to be involved in a joint planning effort?

Type of Organization	Need for Involvement in a Joint Planning Effort			
	Very Great	Some	None	Don't Know
Public schools	_____	____	____	_____
City government	_____	____	____	_____
Junior college	_____	____	____	_____
Economic Opportunity Agency	_____	____	____	_____
Other (please specify)				
_____	_____	____	____	_____
_____	_____	____	____	_____
_____	_____	____	____	_____
_____	_____	____	____	_____

At this workshop I am representing:

(Please check one)		(Please check one)
_____ Fremont		_____ An educational organization
_____ Newark	and	_____ A city government
_____ Both communities		_____ Other
_____ Other		

FREMONT-NEWARK WORKSHOP FOR COMMUNITY LEADERS

Questions Following Small-Group Discussions

Please take a few moments to fill out this questionnaire and hand it to the SRI staff member in the room before leaving for the coffee break. The purpose of this questionnaire is to make sure that your individual opinions and ideas are made a part of the results of the workshop.

Based on your own experience in the Fremont-Newark area and the discussions at the workshop today, what do you think are the three most pressing problems of community development which are faced by the Fremont-Newark area?

1. _____
2. _____
3. _____

Do you think a joint planning effort involving the schools and other community organizations would be of help in solving these problems you have identified?

	Problem Number		
	1	2	3
Yes, a joint planning effort would definitely be helpful to this problem.	_____	_____	_____
A joint planning effort might be helpful to this problem.	_____	_____	_____
A joint planning effort isn't needed, or would be impractical for this problem.	_____	_____	_____
I can't decide whether or not a joint planning effort would be helpful on this problem.	_____	_____	_____

Please write here any comment you would like to make on the workshop or the proposed PROBE program (use the back of this sheet if you wish):

_____

_____

_____

_____

_____

At this workshop I am representing:

(Please check one)		(Please check one)
_____ Fremont		_____ An educational organization
_____ Newark	and	_____ A city government
_____ Both Communities		_____ Other
_____ Other		

FREMONT-NEWARK WORKSHOP
FOR COMMUNITY LEADERS

Report of Small Group Discussion

Group No. _____

What topics were most actively discussed?

_____

_____

_____

On what topics did there seem to be the greatest amount of agreement in the group?

_____

_____

_____

On what topics was there the greatest variety of opinions and ideas?

_____

_____

_____

What is the most important point that your group wants to communicate to the rest of the workshop?

_____

_____

_____

Appendix B

SUMMARY OF RELEVANT APPLICABLE FEDERAL GRANT PROGRAMS

Supplementary Educational Centers and Services, administered by U. S. Department of Health, Education, and Welfare.

This program provides grants to local educational agencies for innovative and exemplary educational programs and for supplementary educational centers. The program has four objectives: (1) to stimulate and assist in providing needed educational services, (2) to develop and establish exemplary elementary and secondary school programs, (3) to translate educational research into actual classroom practice, and (4) to foster innovative solutions to educational problems.

Cooperative Research Program, administered by U.S. Department of Health, Education, and Welfare.

This program supports research, surveys, and demonstrations in the field of education for the purpose of developing new knowledge about major problems in education and for developing new applications of existing knowledge to the solution of such problems. The ultimate goal of the program is to improve education at all levels in the nation's schools.

Urban Planning Assistance, administered by U.S. Department of Housing and Urban Development.

This program provides grants to assist comprehensive urban development planning programs in small communities, states, and metropolitan areas. Eligible activities include preparation of comprehensive development plans, development of capital improvement programs, coordination of development planning, coordination of intergovernmental urban planning activities, and preparation of regulatory and administrative measures (e.g., general plans, zoning, ordinances, etc.).

Certain studies for overall Economic Development Programs under the U.S. Department of Commerce are also eligible under this program. Grants may also be made to cover the cost of studies and research to develop and improve planning methods.

The 701 grants are usually made for two-thirds of the total cost of eligible activities under approved programs. For localities situated in redevelopment areas designated under the Public Works and Economic Development Act of 1965, or areas with substantial unemployment resulting in a decline of government purchases, grants may equal three-fourths of the project cost.

Urban Renewal Demonstration Grants, administered by U.S. Department of Housing and Urban Development.

This program provides grants to public bodies to foster projects that demonstrate, develop, and test improved techniques for preventing and eliminating slums and urban blight. Grants may cover up to two-thirds of the demonstration project's cost.

In addition, grants may cover the full cost of writing and publishing reports on completed demonstration projects and on activities and undertakings that further the purpose of this program. Preference is given to activities and undertakings that: (1) contribute to improvements of methods for eliminating and preventing slums and blight, and (2) serve best to guide renewal programs in other communities.

Low Income Housing Demonstration Grants, administered by U.S. Department of Housing and Urban Development.

This program provides grants to public and private bodies or agencies to develop and demonstrate new or improved means of providing housing for low-income persons and families.

Demonstration of means of providing housing for low-income persons and families who are physically handicapped are specifically authorized.

Eligible demonstrations are not limited to construction of housing. Other aspects of providing housing, either new or existing, such as design, land acquisition, land use, and financing may also be used for demonstration of new and improved method.

Community Renewal Program, administered by U.S. Department of Housing and Urban Development.

This program provides grants to communities to assist in studying and preparing a Community Renewal Program (CRP) covering the full range of urban renewal action required to meet local needs.

A typical CRP includes information and plans of action concerning need, economic basis, goals, and resources for renewal, rehabilitation, code enforcement, capital improvements, social and anti-poverty programs, etc.

Federal grants will not exceed two-thirds of the cost of preparing, completing, or revising the CRP. The remaining cost will be borne by the community and may be provided either in the form of cash or in performance of approved work. CRP assists in identifying slum

or deteriorating areas; measuring the nature and degree of blight; determining the financial and other available resources needed; identifying potential action areas and required action; and gathering data and analysis, operations research, systems analysis, etc.

Demonstration Projects in Public Assistance, administered by U.S. Department of Health, Education, and Welfare.

This program provides opportunities for Federal and state public welfare departments to promote the objectives of public welfare through development of a wide variety of demonstration, pilot, and experimental projects. Demonstrations may involve innovations in public welfare administration, services to families, or training of staff. Projects must encompass new and original methods and techniques for the state agency, and offer promise of being incorporated into the agency's regular program upon completion of the trial period.

The Federal government may pay up to 100 percent of the cost of a project which would not otherwise be included as public assistance expenditures. Waiving of compliance with any plan requirement is permitted to the extent and for the period necessary to carry out the project when potentially constructive innovations could not otherwise be tested without loss of Federal aid.

Research and Demonstration Projects in Social Welfare, administered by U.S. Department of Health, Education, and Welfare.

The program provides grants to states and public and other nonprofit agencies and organizations to pay part of the cost of research and demonstration projects in the broad field of social welfare and social security.

Problems such as prevention and reduction of dependence, coordination of planning between public and private and voluntary welfare services, and improvements in administering programs carried out under the Social Security Act are emphasized.

Areawide Planning of Health Facilities, administered by U.S. Department of Health, Education, and Welfare.

This program provides grants of up to 50 percent of project costs to help support continuing organized planning activities on an areawide basis. These usually include developing estimates of needed facilities, services, and personnel; encouraging coordination among institutions and health agencies; stimulating development

of needed facilities, services, and programs; promoting better planning by individual institutions and organizations; providing community-wide information systems; and advising donors and the public on the advisability of proposed health facility construction projects.

Beginning July 1, 1967, this program becomes a part of the comprehensive health planning program, as authorized by P.L. 89-749, the Comprehensive Health Planning and Public Health Services Amendments of 1966.

Intergovernmental Relations Advisory Service, administered by Advisory Commission on Intergovernmental Relations.

This program provides advisory services to state and local officials and public interest groups on problems of intergovernmental relations.

Publications are available on studies of specific intergovernmental problems undertaken at the direction of the Advisory Commission on Intergovernmental Relations.

A library maintained in Washington, D.C., contains a specialized collection of materials concerning intergovernmental relations.

Appendix C

INTERGOVERNMENTAL SURVEY AND PLANNING INFORMATION FORM

This questionnaire is intended to provide the basis for possible planning among agencies serving Fremont and Newark. We would appreciate your cooperation in answering the questions in such a way as to give us the broadest possible description of your department's work and future plans.

1. Name of organization _____

2. Primary responsibility of agency or department _____
   _____

3. Authorization for agency activities:
   a. Specific state enabling legislation _____
   b. Specific county or municipal ordinance _____
   c. Other _____

4. Staff:
   a. Total Staff _____
   b. Please provide a breakdown of staff by job title and job function:

JOB TITLE	FUNCTIONS	NUMBER OF EMPLOYEES	PLANNED ADDITIONS IN 1968

(Use reverse side if necessary)

5. Program Information:

a. Please list and describe the full range of programs carried on by your agency or department. Indicate whether programs are supported by federal, state or local funds.

PROGRAM	SOURCE OF FUNDING

b. Do you feel your program is adequate to meet the community needs?

c. In your view, what changes (improvements, extensions, reductions etc.) are needed in current services to do the present job better?

(Use reverse side if necessary)

d. In your view, what are the most significant problems and issues facing your organization? _____

_____

_____

_____

_____

_____

_____

_____

6. Resources and expenditures:

a. Total Budget _____

b. Source of funds (please indicate for each source the amount received)

SOURCE	AMOUNT

7. Interrelationships with other agencies:

a. Describe organization responsibilities and functions in relation to the state, county, city and/or local government.

_____

_____

_____

_____

_____

_____

_____

_____

b. What have proved to be effective methods of collaboration with other agencies?

c. In your view, what mechanism should be established for working with other government agencies on common problems?

8. Planning, coordination, and research:

a. In what planning, coordination, and research activities does your agency now engage?

b. In your view, what improvements need to be made in planning, coordination, and research activities both within your agency and in the community?

c. In your view, what are the most significant problems and issues facing the Fremont-Newark Area?

9. The purpose of this section is to identify information which your agency collects as a regular reporting activity or in special surveys and inquiries and what information is available in agency records which would be useful to community planning to meet human needs. Please give the most detailed manner in which the data is available. (For example population by race, age, sex, income for each census tract). Please provide copies of data collection forms, file records, and published reports or working papers.

Appendix D

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